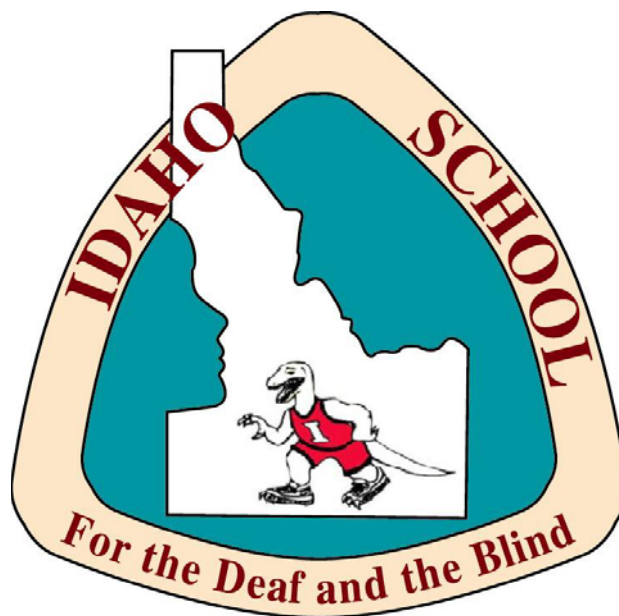




# STRATEGIC PLAN



**2006-2010** (version 6a)

[A Key Element in ISDB's on-going efforts in Strategic Planning and Program Development]

**THIS PAGE INTENTIONALLY LEFT BLANK**

# **ISDB STRATEGIC PLAN 2006-2010**

The Idaho School for the Deaf and the Blind (ISDB is officially a state agency) is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the faculty, staff, administration, and student body toward achieving those goals. Our mission and vision reflects an ongoing commitment to meeting the challenge of educating the sensory impaired child.

It is extremely important that delivery of our agency's services is in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). To that end, this plan displays SBOE goals & objectives along side the Agency's Strategic Planning Issues. We believe this model can and should be used by all Institutions and Agencies under SBOE governance.

ISDB's Strategic Plan 2006-2010 is intended to answer the questions of 'What does the agency need to accomplish?' ... and 'Where is our Primary Direction for the coming five (5) years.' The details of 'How' we intend to accomplish these goals and objectives is spelled out in the more detailed ISDB Organizational Plan under separate cover (not included with this submission).

During a corporate OSBE meeting in September 2004, in which all Institutions and Agencies under SBOE governance participated, it was agreed that they would all adopt the Board's four main Strategic Planning Goals and revise individual strategic plans to re-align agency Objectives under one of those four Goals. An area for "Agency Unique" Objectives was established, as well as a "feedback" section where each Institution or Agency might suggest SBOE Goals and Objectives that needed to be added or were no longer relevant. (see Section 6, below). This approach has since been modified to incorporate guidance from HB-300-2005. This agency has received no revised guidance to use any other format or approach than as described above.

---

Harvey W. Lyter III  
Interim Superintendent

## **VISION STATEMENT**

**ACCESS, INDEPENDENCE and MEANINGFUL INTEGRATION FOR EVERYONE**

## **MISSION STATEMENT**

- ISDB's purpose is to provide effective supplemental services, information, and resources to lead agencies and families throughout Idaho.
- ISDB provides a continuum of educational opportunities designed to meet the needs of children, families, and service delivery partners.
- ISDB's education philosophy of rigor and excellence results in student access to the world at large.

# ISDB STRATEGIC PLAN 2006-2010 (Version 6a)

(Maintains 95% alignment to SBOE Goals & Objectives)

Alignment with <u>SBOE</u> Goals & Objectives	ISDB GOALS & OBJECTIVES
	<b>1. QUALITY:</b> Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.
I-1, I-3, I-4 IV-3, IV-4  I-4, IV-4, IV-8  III-2, IV-3  III-3, IV-3  I-1, IV-3  IV-8  II-3, IV-8  I-4, IV-6	<p>[ re OPE 2.2] Revise Inter-Agency Agreements to foster improved quality of service delivery, better assessment processes, and partnership opportunities that eliminate wasting resources</p> <p>[re OPE 5.1.a] Explore broader avenues for educational and training that incorporate emerging technologies (e.g. Cochlear Implants) into Campus &amp; Outreach programs, state-wide</p> <p>- Revise Inter-Agency Agreement with SDE</p> <p>- Review/Update/Revise all Agency Policies and Department Manuals</p> <p>- Implement State Records Management Program throughout ISDB system</p> <p>- Review/Revise Vehicle/Fleet Management procedures</p> <p>- Review/Revise plan for Campus, Outreach offices facility utilization &amp; renovation</p> <p>- Improve contacts with Gooding Chamber Of Commerce, Rotary Club, etc</p>
	<b>2. ACCESS:</b> Provide people of all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.
II-1, II-3, II-4 IV-3, IV-4  I-1, III-4  I-7, III-2, IV-3, IV-9 II-3 IV-1  I-7, III-2, III-4, IV-2, IV-10  I-5, II-2  I-10, II-4, IV-8	<p>[re OPE 2.3] Encourage the State Board and State Department of Education to strengthen reporting criteria so that every D/HH &amp; B/VI child can be identified and better served</p> <p>- Align Curriculum and Assessments to Idaho State Standards</p> <p>- Research and Recommend an Optimal Agency Calendar with local school district(s)</p> <p>-- Investigate "year-round" operations- administration, facilities, academics</p> <p>-- Study Fiscal, Personnel, Support Service contract impacts of this approach</p> <p>- Implement effective instruction strategies designed to meet the educational needs of all students (Consider Skill Level Grouped Instructional Programs)</p> <p>- Expand Independent Living Program // Develop better life long learning habits</p> <p>- Continue to develop Student &amp; Staff Communications Skills</p>

II-3, II-4, IV-4, IV-8	- Investigate feasibility of Magic Valley Low Vision Clinic (like ICBVI clinic in Boise)
II-4, IV-8	- Communications upgrades throughout the facility to enhance communications capabilities
II-4, IV-8	- IT Committee; continue search for better communications system to improve 2-way connectivity for Deaf Staff members
II-3, II-7, III-5	- Study Legislative intent (HB-821 model) for potential future service delivery concepts -- Most effective & efficient interaction with community services, supplemental resources, and state government functions (i.e., personnel, budgeting, etc). -- Investigate opportunities for facility & transportation sharing with LEAs -- Continue dialog with SBOE Working Group and research activities
I-5, II-3, III-2, IV-7	- Adopt teaching strategies making best use of available facilities & emerging technologies -- Explore Distance Learning opportunities connecting Main Campus to Outreach locations and local schools -- Enhance Independent Living Program for Seniors; academic modules for all students
II-3, III-5	- Develop administrative strategies to manage emerging technologies better -- Partner with Idaho Cochlear Implant Team -- Explore adding an administrative position focused on technological developments
II-3, II-7, III-3, IV-4, IV-7, IV-8, IV-10	- Study alternative models for Regional Outreach Service Delivery; most Day-Campuses, or Improved Internet Access via an "ISDB Virtual Academy" approach
II-3, II-7, III-3	- Pursue increase and expansion of Outreach Program Staff to reduce significant caseload burden
	<b>3. RELEVANT:</b> Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.
III-1, III-2, III-3 III-6	[re OPE 2.2] (e.g.) Continue engagement State Board efforts to redefined mission, service delivery models, and state-wide responsibilities of the Agency and LEAs
I-4, III-3, III-6	[re OPE 3.1] Develop procedures for tracking and analyzing key Campus activities and data trends and routinely report this information to decision makers
III-2, III-3, III-6	[re OPE 4.1] Strengthen & Expand staff knowledge and professional development about all available educational methodologies and improve relevant client communications
III-1, III-2, III-3 III-6, IV-10	[re OPE 5.1.b] Explore broader avenues for educational and training that incorporate emerging technologies (e.g. Cochlear Implants) into Campus & Outreach programs, state-wide
I-9, III-3	- Identify an overall Program Staffing Needs Process -- Establish & Maintain pool of qualified candidates for rapid staff replacement(s)
III-5	- Establish better ties with nation-wide Deaf & Blind teacher training programs -- Enhance recruiting/retention of highly qualified agency staff members -- Revise agency "marketing strategy" to better fit long-term recruiting needs -- Develop recruiting strategies & process that will assist LEAs with Day Campuses

I-8, IV-9	- Expand Professional Development
III-5, III-6	- Build better ties with the Commission for the Blind (ICBVI), Council for Deaf/HH (CDHH), and Idaho Registry of Interpreters for the Deaf (IRID), Idaho Division of Vocational Rehabilitation (IDVR)
	<b>4. EFFICIENT:</b> Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.
IV-1, IV-4, IV-5 IV-9	[re OPE 3.2] (e.g.) Implement & Refine long-term plans to address cost saving opportunities in all aspects of Campus operations, including encouraging appropriate tenant use of some facilities
II-1, II-7 IV-1, IV-4, IV-6	[re OPE 4.2] Develop formal agreements and procedures for service delivery models involving LEAs as either Host or Primary service provider. Strive to standardize state-wide approach
III-1, III-2 IV-1, IV-5, IV-6	[re OPE 4.3] Develop & Implement a formula for calculation of Caseload vs Workload data. Employ this information for appropriate staffing adjustments and routinely provide this analysis to decision makers
I-10	- Projects to remodel existing facilities, Improve existing building utilization. -- Build up-to-date Student Health Center or Remodel/Upgrade existing space
III-3	- Develop Education Facilities
I-10	- Pursue Safety & Security Upgrades throughout all Campus Facilities
II-6, IV-4, IV-5	- Explore Development of a Post-Secondary Living Facility -- Pursue Grant for facility on CSI Campus (Partner with CSI Foundation)
IV-5	Pursue a closer, smoother Foundation-to-Agency working relationship
I-1, II-3, IV-8	- Standardize computer systems - Upgrade architectures for interoperability with other state agencies and LEAs
	<b>5. AGENCY UNIQUE ISSUES:</b> Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.
I-8, I-9, III-1	- Draft new statute for SBOE-WG to resolve ISDB Certified Teacher Pay Equity -- support use of state Reimbursement Matrix as budgeting model for agency staff
I-10, IV-7	- Develop enhanced academic modules for all grades & full semester Senior year Independent Living Program; Adequately staff program for safety and quality instruction
	<b>6. RECOMMENDED Additions or Deletions to SBOE Plan:</b> -- No ISDB inputs